

# St Andrew and St Francis CofE Primary School

## Inspection report

<b>Unique Reference Number</b>	101536
<b>Local Authority</b>	Brent
<b>Inspection number</b>	307727
<b>Inspection dates</b>	9–10 October 2008
<b>Reporting inspector</b>	Derek Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	451
Government funded early education provision for children aged 3 to the end of the EYFS	111
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lesley Jones
<b>Headteacher</b>	Mrs Barbara Graham
<b>Date of previous school inspection</b>	8 March 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Belton Road London NW2 5PE
<b>Telephone number</b>	020 8459 1636
<b>Fax number</b>	020 8933 7365

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Andrew and St Francis CofE is a larger than average primary school. Pupils come from a wide range of ethnic backgrounds with African, any other White background, Black Caribbean, Indian and Pakistani being the largest groups. Over 70% of the pupil population speak English as an additional language. Pupils frequently join the school with little or no English. The proportion of pupils with learning difficulties and/or disabilities is about average. These difficulties and needs lie mainly in the areas of moderate learning; speech, language, communication and behaviour. A well above average proportion of pupils are eligible for free school meals. The proportion of pupils who join and leave the school other than at the normal starting and leaving points is high. There is Early Years Foundation Stage (EYFS) provision for children in Nursery and Reception.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of St Andrew and St Francis is satisfactory. Pupils' progress is improving and their achievement is satisfactory. There are good aspects to the school's work. Across the school, good care, guidance and support and a positive school atmosphere leads to good personal development and well-being for pupils. The cultural and racial harmony among diverse groups of pupils is a strength of the school.

Children in the EYFS get off to a good start and make good progress. This is providing a secure foundation for subsequent learning. Analysis of performance data shows that pupils were underachieving two years ago. This earlier underachievement, combined with the impact of the high proportion of pupils who join and leave the school at different times of the year, is reflected in the below average standards at the end of Years 2 and 6. Pupils are now making satisfactory progress and those pupils who start school in the EYFS and remain throughout their primary education, are reaching higher standards than those who are with the school for a short time. The many pupils who join the school with little or no English make good progress in learning the language. In Years 3 to 6, pupils are making better progress in reading, and mathematics than in writing and science. The school's positive actions have improved these areas. Strategies have also been introduced to improve writing but these have not had enough time to have a marked impact on standards. Leaders are aware that not enough pupils reach the higher than expected levels.

Leadership and management are satisfactory overall. The headteacher provides good leadership and direction and this has led to improvements in a number of areas since the last inspection. However, leaders are aware that there is more to do to make sure teaching and pupils' achievement are consistently good. The headteacher and her staff have successfully created a positive climate for pupils to learn and for them to work. Performance is now systematically reviewed and positive action is taken to bring about improvements. Senior staff are well focused on raising achievement and standards by improving teaching. Some leaders are recent to their posts and are not yet playing a full part in monitoring and improvement planning. Teamwork among the staff is good and there is a clear commitment to improvement. Governors are supportive and more involved in the school's development.

Parents hold positive views about the school and most are pleased with the care and education provided for their children. The school has worked well to build productive partnerships with parents. Parents are pleased with the way the school keeps them informed about what is going on in the school. They appreciate the range of measures to help them to support their children's learning. The school makes good, extended provision through before- and after-school clubs.

The spiritual, moral, social and cultural aspects of pupils' personal development are good. Most pupils enjoy school and this is reflected in their keen participation in lessons. New arrivals settle quickly because of effective induction procedures. Attendance levels are below average. The school works hard to promote good attendance but a small yet significant number of parents are not supporting the school's efforts. Pupils adopt healthy lifestyles and know how to keep themselves safe. They thrive on additional responsibilities and make good contributions to the school and to the wider community.

The quality of teaching is satisfactory. There are examples of good teaching but some inconsistency remains. In most lessons teachers make the purpose clear so pupils know what they are expected to learn. Teachers' instructions and explanations are clear and informative.

In the good lessons, pupils are challenged well and they make good gains in their learning. In other lessons, tasks are not sufficiently well matched to pupils' needs and learning slows down. Learning support assistants are carefully deployed and often provide good support to those who need it. A satisfactory curriculum is enriched by a good range of additional activities. Some areas of the school's accommodation are tired, in need of refurbishment and not in keeping with the positive atmosphere that is now being generated.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the Nursery with knowledge and skills well below those expected for their age. Communication and language skills are often limited. Children settle quickly into routines and enjoy their learning. They make good progress in acquiring personal and social skills because of good attention to their welfare and the positive relationships between adults and children. Leadership and management of the EYFS are good. Teaching is good and an interesting range of activities is planned and provided. Children make good progress in all areas of learning. The development of language skills effectively pervades all activities. The school has been particularly successful recently in improving children's knowledge of letter sounds and early writing skills. Some of the learning resources in the Nursery are worn and, consequently, not as stimulating as they should be. By the end of Reception, an increasing number of children are reaching standards that are broadly in line with those expected.

### **What the school should do to improve further**

- Raise achievement and standards particularly in writing and for the more able.
- Improve the overall quality of teaching so that lessons are consistently challenging.
- Improve attendance levels so that more pupils take full advantage of the education offered.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall. Children make good progress from their below average starting points in EYFS. This is providing a secure foundation for the school's efforts to accelerate progress and raise standards. From Years 1 to 6 pupils are making satisfactory progress and the legacy of earlier underachievement is gradually being eroded. However, standards by the end of Year 2 are below average in reading, writing and mathematics. Very few pupils attain the higher than expected Level 3, particularly in writing. Standards by the end of Year 6 are also below average. The high proportion of pupils leaving and joining the school does have an adverse impact on overall standards. School assessments and 2008 provisional test results indicate that pupils do better in reading and mathematics than in writing. Lower than average proportions of pupils attain the higher Level 5, particularly in writing. Pupils at an early stage of learning English receive good support and many make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils gain awareness and a good understanding of different cultures and beliefs through teaching and projects such as International Week. Most pupils really enjoy school and show positive attitudes to learning. Despite the school's efforts, a small but significant proportion of pupils have low attendance and are missing out on the education provided. Behaviour is good in lessons and around the school. Pupils work well together in lessons when discussing their work in pairs or planning a scientific investigation in small groups. Pupils adopt healthy lifestyles and possess a good understanding of the importance of healthy diets and taking regular exercise. Pupils make a good contribution to the wider community by raising funds for well-known charities. Those on the school council represent their fellow pupils well. Pupils are prepared satisfactorily for the next stage of their education and for the future. Pupils make sound progress in acquiring and applying literacy, numeracy and information and communication technology (ICT) skills. Their personal and social skills are well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. An increasing proportion of teaching is good but not enough to ensure the pupils make consistently good progress. Teachers have established good relationships with their classes. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with them at the start. Pupils are attentive and respond well to their teachers' clear instructions and effective questioning. Pupils are developing their speaking and listening skills well because of the good opportunities provided for discussion. When teachers use assessment information effectively, tasks are well matched to pupils' needs. As a result, pupils are challenged well and they make good gains in their learning. In other lessons, pupils are not suitably challenged and find the work either too hard or too easy. Learning support assistants are effectively deployed and contribute well to learning, particularly for pupils who find learning difficult or are at an early stage of learning English. Marking provides praise and encouragement for good work. However, clear comments to help pupils improve are less consistently used.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum enables pupils to make satisfactory progress. It makes a good contribution to their personal development. The school places clear emphasis on developing language, reading and numeracy skills. Effective steps have been taken to increase pupils' progress in reading and mathematics. Opportunities for pupils to write for different purposes and in different styles are being extended but this action has not yet had an impact on raising achievement in writing, particularly for the more able. Opportunities for pupils to acquire and develop investigative skills in science have increased. The school is strengthening links between subjects, which add meaning and relevance to pupils' learning. There are good opportunities for pupils to learn musical instruments such as the cello, guitar, drums and violin. A good range of clubs, visits and visitors enhance pupils' personal development. Popular clubs include dance, football, drama and karate. London's museums are used to provide interesting opportunities to enhance learning. Health and safety education are promoted well throughout the curriculum.

## Care, guidance and support

### Grade: 2

There are good procedures to ensure pupils' protection and safety. New pupils are well supported and those at an early stage of learning English are effectively assessed and provided for. In partnership with the educational welfare officer, the school works hard to monitor and promote good attendance. Challenging attendance targets are set and there are well thought out plans to raise attendance. As a result, there are signs that attendance is improving although it still remains below average. The school has improved its partnership with parents since the last inspection. A good range of workshops and support sessions successfully help parents to support their children's learning. Reading workshops and family English sessions are good examples. Clear expectations and the good relationships lead to a calm and purposeful atmosphere and good behaviour. The school has clear systems to assess and record pupils' attainment and progress. Pupils of similar abilities and needs are set group-learning targets for English and mathematics so that they know what they need to learn next. This is a feature of the school's approach to accelerating progress and underachievement.

## Leadership and management

### Grade: 3

The headteacher has effectively led the drive for school improvement. The positive 'can do' attitudes among the staff have contributed to the improvements made. Local authority advisers, the Diocese and consultants have provided effective support in developing teaching and the curriculum.

Accurate self-evaluation means that the school has a clear view of its strengths and areas for development. Supplemented by senior staff and the local authority's monitoring of teaching these evaluations are used effectively to take positive action to improve practice. The school has eliminated inadequate teaching but has not yet succeeded in ensuring that lessons are consistently good. Pupils are making satisfactory progress but the school is not complacent and leaders are aware that there is still more to do before pupils' achievement is consistently good.

Community cohesion is promoted well. A positive atmosphere pervades the school where pupils, parents and staff from a range of cultures are valued. There are good links with the church and a successful Harvest Festival was held in the local church during the inspection. The school has built a strong partnership with its parents and this has led to parents being more involved in their children's learning. Open mornings, reading sessions and family English are all appreciated by the parents. There are good plans to organise weekend family trips to museums.

Governors provide good support and are beginning to challenge the school about its performance and hold it to account. Although there is more to do in key areas the school has made important improvements to teaching, pupils' achievement and the partnership with parents. The school has demonstrated a good capacity to improve.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

24 October 2008

Dear Pupils

Inspection of St Andrew and St Francis CoFE Primary School, London, NW2 5PE

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a satisfactory school. It has some good features because of the improvements made since the last inspection.

These are the main strengths of the school.

- You enjoy school and the activities it offers.
- Children in Nursery and Reception get off to a good start.
- Behaviour is good and you get on really well with each other.
- You have a good understanding of how to keep healthy and safe.
- Your headteacher leads the school well.
- The teachers and other grown-ups take good care of you and give you good support.
- There are good partnerships with parents and the local community.

There are three areas that your teachers should work on to improve the school further.

- The school should help you make more progress and reach higher standards. This is particularly important in writing and for the more able.
- At times, lessons could challenge you more.
- Too many of you are absent and are 'missing out' on your education.

You can help the school by behaving well and working hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead Inspector